

International Education: Humanitarian Law

The primary objective of this lesson plan is to provide supplemental materials to compliment the comparative economics unit. Student will explore the consequences of war: tangible and non-tangible economic costs, lost resources, and the needs those losses cause. **Handout #1 and Handout #6 each represent one fifty-five minute period.**

I. Content

I want my students to be able to:

- A. Understand what the consequences of war are
- B. Know what effort is needed to respond to the consequences of war
- C. Understand the dilemmas humanitarian action face
- D. Understand how war disrupts the normal supports of life
- E. Be aware of the scale of effort required to meet human needs resulting from displacement
- F. Comprehend the cost involved in war beyond implementation of equipment and soldiers

II. Prerequisites

In order to fully appreciate this lesson, the student must know (or be experienced in):

- A. What are basic needs
- B. What are non-material needs
- C. What are refugees, displaced persons
- D. What is neutrality
- E. What is impartiality

III. Instructional Objective (Each instructional objective represents a lesson plan.)

- A. Refer to Humanitarian Law “Needs that arise from the devastation of war”
See Teacher Handout #1
- B. Refer to Humanitarian Law “Planning a camp for people displaced by war” **See Teacher Handout #6**

IV. Materials

- A. Refer to Humanitarian Law:
“Needs that arise from the devastation of war” **See Teacher Handout 1,**
“Extension activities” **See Teacher Handout 2,**
“Sample of ICRC activities in Afghanistan, 1999” **See Teacher Handout 3,** “
“Affected by armed conflict – Afghanistan 1999” **See Teacher Handout 4,**
“Forced from home” **See Teacher Handout 5,**
“Planning a camp for people displaced by war” **See Teacher Handout 6,**
“Extension Activities” **See Teacher Handout 7,**
“Planning a camp – a report” **See Teacher Handout 8,**
“Information and instructions for planners” **See Teacher Handout 9,**
“Planning report” **See Teacher Handout 10.**
“Photo Collage” **See Teacher Handout 11**
“Photo Collage” **See Teacher Handout 12**

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Video, “Forced From Home” – Available by contacting Michael Shaw:
mshaw@idahocities.org

V. Instructional Procedures

A. Refer to Humanitarian Law:

- “Needs that arise from the devastation of war” **See Teacher Handout 1,**
- “Extension activities” **See Teacher Handout 2,**
- “Sample of ICRC activities in Afghanistan, 1999” **See Teacher Handout 3, “**
- “Affected by armed conflict – Afghanistan 1999” See Teacher Handout 4,**
- “Forced from home” See Teacher Handout 5,**
- “Planning a camp for people displaced by war” See Teacher Handout 6,**
- “Extension Activities” See Teacher Handout 7,**
- “Planning a camp – a report” See Teacher Handout 8,**
- “Information and instructions for planners” See Teacher Handout 9,**
- “Planning report” See Teacher Handout 10.**
- “Photo Collage” See Teacher Handout 11**
- “Photo Collage” See Teacher Handout 12**

VI. Assessment/Evaluation

A. Refer to Humanitarian Law:

- “Needs that arise from the devastation of war” **See Teacher Handout 1,**
- “Extension activities” **See Teacher Handout 2,**
- “Sample of ICRC activities in Afghanistan, 1999” **See Teacher Handout 3, “**
- “Affected by armed conflict – Afghanistan 1999” See Teacher Handout 4,**
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- “Planning a camp – a report” See Teacher Handout 8,**
- “Information and instructions for planners” See Teacher Handout 9,**
- “Planning report” See Teacher Handout 10.**
- “Photo Collage” See Teacher Handout 11**
- “Photo Collage” See Teacher Handout 12**

VII. Achievement Standards

- 9-12.E.3.1.1 Define scarcity and explain its implications in decision making.
- 9-12.E.3.2.2 Explain and illustrate the impact of economic policies and decisions made by governments, business and individuals.

VIII. Follow-up Activities

A. Link economic comparison and history to Humanitarian Law:

- i. Track the specific impacts to the local economies when Japanese-Americans had to sell property and personal possessions prior to their incarceration

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- ii. Research the impact of war and armed conflict on regional economies and the kinds of stressors that regional refugee camps place on economies and trade (eg. Nuremburg Trials)
 1. For Humanitarian Law resources, refer to “Exploring Humanitarian Law provided by the Red Cross. Contact: Michael Shaw (Exploring Humanitarian Law in Idaho) at: mshaw@IdahoCities.org

Teacher Handout 1

1. Needs that result from armed conflict (small groups) (15 minutes)

Each learner should choose a photograph from “Photo Collage (**Teacher Handouts #11 and #12**)” and make a list of the needs that they think the people who lived through the situation in that photograph would have.

I would like to back to my home. But in some cases, whole villages have been destroyed, so an individual doesn't have any change of going back to that village.
- I. Ivankovic, Bosnia-Herzegovina, 1999

In small groups, have learners discuss the pictures they chose:

- The resources they saw destroyed or lost
- The needs they listed and why

Ask them to note not only highly visible damage, such as destroyed buildings, but other types of damage too, such as damage to utilities, to personal belongings, death and separation of family members, and loss of community services.

Reconvene the whole group to compile a list of the resources destroyed because of armed conflict. Then have students list the needs people have as a consequence.

Everyone suffers but women suffer the most because they lose their husbands, sons, property and, in addition, they have to earn a living for the remaining children and relatives.(...) Most men die in war, but women shoulder the overbearing economic burden imposed on them.
- a displaced woman, Somalia

Possible questions:

- What further losses will people have as a consequence of the destroyed resources?
- What kinds of activity might help people cope with these consequences of armed conflict?
- Are certain types of action more urgent than others? What would be the criteria for deciding on the level of emergency?
- Which groups generally deserve special attention in such emergencies? Why?

I couldn't see what I stepped on. I was running and suddenly I heard an explosion.
- 14-year old in a hospital in Kabul

Teacher Handout 1

When I perform an amputation on a boy like him, I feel as if I'm cutting off my own foot.

- the doctor who treated him
- ICRC press release

2. Responding to needs (small groups) (15-20 minutes)

In humanitarian action, many organizations cooperate to respond to victims with such needs. Besides the ICRC, many other groups are active: For example, different UN organizations such as UNICEF, UNHCR and the World Food Programme; International NGOs such as *Medecins sans frontiers* (MSF), Human Rights Watch, Save the Children and Handicap International; local organizations.

Use “Affected by armed conflict – Afghanistan 1999” (**Teacher Handout #4**) to focus on the variety of activities that must be organized to respond to the many needs that arise as a result of armed conflict. Present the situation in Afghanistan in 1999.

Ask learners to imagine the consequences for the people.

Then have each small group brainstorm ideas for specific humanitarian activities for one of the categories of programmes. (5 minutes) [Use an example from the “Sample of ICRC activities in Afghanistan, 1999”, (**Teacher Handout #3**) if necessary, to help learners get started.]

Reconvene to share ideas.

Additional Protocol II to the Geneva Conventions

Art. 14 (...) Starvation of civilians as a method of combat is prohibited. It is therefore prohibited to attack, destroy, remove or render useless, for that purpose, objects indispensable to the survival of the civilian population, such as foodstuffs, agricultural areas for the production of foodstuffs, crops, livestock, drinking water installations and supplies and irrigation works.

Additional Protocol I to the Geneva Conventions

Art 70-1 (...) Relief actions which are humanitarian and impartial in character and conducted without any adverse distinction shall be undertaken, subject to the agreement of the Parties concerned in such relief actions. Offers of such relief shall not be regarded as interference in the armed conflict or as unfriendly acts (...).

Art 81-1 (...) The Parties to the conflict shall grant to the International Committee of the Red Cross all facilities within their power so as to enable it to carry out the humanitarian functions assigned to it by the Conventions and this Protocol in order to ensure protection and assistance to the victims of conflict (...).

Teacher Handout 1

Possible Question:

What difficulties might humanitarian organizations encounter in carrying out these activities? Why?

[For example: security problems; population in need locked in combat zones; difficulties in bringing relief convoys into the country because of lack of permission from neighbouring countries; access denied to population in need because they are considered to be enemy; overwhelming scope of the task when hundreds of thousands of people are displaced over a very short period of time; civilians in need mixed among armed combatants; lack of funds]

What precautions should be taken when planning or acting in humanitarian emergencies like these?

[For example: contacting the armed groups to be sure they agree and support the actions planned; careful assessment to be sure that the victims are served according to their needs and that the assistance will not lead to dependency; planning so as to cover the most urgent needs and to address root problems first – for example: before bringing dry food, check the available means to cook it; checking the quality of water to avoid an epidemic; using local experts whenever possible]

What actions are aimed at avoiding further consequences or new victims?

[For example: pointing out the consequences of non-respect of IHL rules to the fighters' leaders; reporting the situations of the prisoners or civilians to the authorities and helping them find solutions; informing the victims about the services provided by humanitarian organizations and the way to benefit from them; helping military or armed group leaders to train combatants to respect IHL rules]

What different kinds of workers are needed for these activities?

[For examples: doctors and nurses, nutritionists, sanitation and habitat engineers, logisticians, pilots, secretaries, administrators, truck drivers, mechanics, media experts, lawyers, protection experts, interpreters, information-system technicians]

When the troops arrived, we left. We had been making tortillas when we left. We fled, leaving everything we owned in the house. When we returned, everything had been destroyed, we were dying of hunger.

- displaced woman, El Salvador

Close – What is it like? (15 minutes)

Humanitarian actions is not, however, about the workers but about the people whose lives have been torn apart by armed conflict. Present the video “Forced From Home” – video

Teacher Handout 1

available by contacting Michael Shaw: mshaw@iidahocities.org - and transcript “Forced from home” – **See Teacher Handout #5**), in which Medlin and Damir (ages 12 and 13 respectively) tell what it was like to flee from home; and Saba, a 30-year-old mother of three, tells of her journey to a refugee camp.

Discuss the effect of war on their lives and the needs that have resulted.

Tam and his family set off in the afternoon. His wife and the two youngest children rode on one bicycle, three more children rode on the second bicycle, and Tam rode on the third, carrying a few bundles of clothing. The clothes and 700 piasters were all Tam took; he left his rice fields, his house, his furniture and his cooking utensils.

- Susan Sheehan in *Ten Vietnamese*

Possible questions:

- How were the boys affected by becoming refugees?
What needs did they have?
What sorts of humanitarian activities could meet those needs?
- What losses has Saba had?
How do you think life in the refugee camp will differ from her previous life?
What humanitarian activities could help her family?

IX. KEY IDEAS

- ❖ Armed conflict results in tremendous losses in terms of resources and disrupts the normal supports of life.
- ❖ When armed conflict breaks out, life and human dignity become vulnerable and need special protection.
- ❖ The task of repairing the normal supports of life requires the joint action of numerous humanitarian agencies.

Teacher Handout 2

Extension activities

An inventory of your own essential needs

Make a list of supports that you identify as essential to your life?

- What do you need in order to live in reasonable comfort?

Circle the ones you believe are absolutely essential for living a normal life.

Put a check next to the ones that help you feel your own human dignity.

- How would these needs be affected by war?

Compare and discuss your list with other people's lists.

The experience of fleeing

More than other events that cause people to leave their homes (loss of shelter, possessions, water, electricity, work, education, etc.), the loss of security obliges people to make quick decisions as they flee. Imminent danger leaves little time to decide. When people leave, it is uncertain how long they will be away or even whether they will ever return. This exercise is designed to help you appreciate the impact of evacuation on victims' lives.

In a small group, imagine the following situation.

You are a family or group of neighbours.

Your home area is under devastating attack.

You must leave now in order to save your lives.

You do not know where you will be going and whether you will be able to return.

You have only 10 minutes..

1. Individually, write down what you want to take.
2. Then, as a group, decide what you can actually take, why take it and how to carry it.
3. Write down the group's plans.

Compare your group's plan with the plans of other groups.

What did your group take and why?

What thoughts or feelings did you have as you made these decisions?

What difference would it make if your group included elderly people? Infants or toddlers?

How would the chaos of armed conflict affect your decisions?

Teacher Handout 2

[In one class a learner said that he would go to a bank and take his money out. The teacher asked “Who would be working in the bank?”]

Refugees and displaced persons – past and present

Discuss with others what they may know about refugees and people who were displaced by armed conflict through history.

For example, Moses, French Huguenots, early inhabitants of a land, James II of Scotland and his followers, Karl Marx, Marc Chagall, Pablo Picasso, Hindus and Muslims in the Indian subcontinent in the 1940s, Ayatolla Khomeini, the Dalai Lama.

Do research and write a report on a person or group of your choice.

- Why did they have to flee?
- What similarities and what differences are there to the experience of Saba or the Bosnian cousins?
- How were they able to re-establish their lives? What were they able to achieve afterwards?

Interview

Find out if there are refugees or displaced persons in your community. Interview someone who was forced by circumstances to leave his or her home and move some distance from it.

- Who traveled with him/her?
- What did he/she leave behind that he/she misses most?
- What losses did he/she suffer during the journey?
- How has his/her life changed?

Teacher Handout 3

Sample of ICRC activities in Afghanistan, 1999

[Please take into consideration that during the same period many other humanitarian organizations, in addition to the International Committee for the Red Cross (ICRC), were active in Afghanistan, performing several similar tasks.]

Relief: Food and non-food

- The objective of the programme to rehabilitate agricultural land is to help farmers to improve their lands so as to reduce their dependence on outside aid. Currently, 12 ICRC agronomists are working with over 50,000 beneficiaries in various ways.
- In the Shamali and Panjshir Valleys and in Takhar, Kunduz, Bamyán and Kabul, the ICRC distributed food and shelter material to displaced families and returnees.
- In a pilot project, the delegation distributed “Silo bread”, a dark bread which, despite its high nutritional value, is less suited to Afghan tastes than the traditional local bread. This “self-targeting strategy”, aimed at attracting only those who have no other choice, automatically selects the most needy.
- Agricultural projects are being expanded throughout the country in order to support the population without creating dependency on external aid.
- The ICRC in Afghanistan has completed the cleaning of a five-kilometre-long irrigation canal, in a densely populated area of Parwan province, north of Kabul, that supplies tens of thousands of people. The repair of the canal, which draws water from the Panjshir River, lasted three weeks and involved nearly 1,100 residents of surrounding villages. In 1999, the ICRC worked with local communities to rehabilitate 166 canals and *karezes*, making it possible to irrigate over 60,000 hectares of land.

Relief: Water and sanitation

- The ICRC continued to improve urban health conditions by building or repairing latrines, wells and refuse containers in five districts of Kabul. Authorities at the neighbourhood and municipal level were encouraged to assume greater responsibility for informing the public about the proper use of latrines.

Medical

- Acting as a neutral intermediary, the ICRC facilitated the transport of the items necessary for the first vaccination programme to be carried out in several years in Parwan Province, north of Kabul. This will make it possible to immunize 50,000 children and 66,000 women against the most common diseases as part of campaigns organized by UNICEF and the public health authorities.

Teacher Handout 3

- The ICRC has increased its support for medical facilities in the capital, the Shamali plain and the Panjshir Valley, and for first-aid posts close to the front line, to ensure that the war-wounded can be given proper care.
- The ICRC has opened an orthopaedic centre in Gulbahar, 80 kilometres north of Kabul, for the treatment of landmine victims and war-wounded in the north-eastern provinces of Afghanistan. The ICRC is currently running five orthopaedic centers in Afghanistan.

Protection and detention

- In several prisons, the ICRC improved health conditions by building or repairing water and sanitation facilities and providing prison medical services with medications and other supplies. The ICRC continued to monitor the situation of civilian populations and to make representations to the authorities concerned regarding violations of humanitarian law.
- On 13 and 14 February the ICRC delegation in Afghanistan facilitated the simultaneous release of 20 prisoners held by the Taliban and 20 others held by the Northern Alliance forces of Commander Massoud. The negotiations which led to these releases started in January, when the ICRC enabled envoys from each side to visit prisoners held by the other. This role as a neutral intermediary was made possible through continuing dialogue with all parties to the conflict.

Restoring family links

- Released detainees were given financial and logistic support for their return home, and the ICRC financed visits to detainees by families who had to travel long distances.
- Thanks to the cooperation of the Afghan Red Crescent Society, Red Cross messages between prisoners and their families are collected and distributed. In 1998, over 24,000 messages were collected and 16,500 distributed.

Information and education

- The Mine Information Project, which collates information on mine injuries collected in ICRC treatment centres, was extended to health structures in Mazar-I-Sharif and Pul-i-Khumri. Information was shared with other agencies to help plan future mine-clearance activities.
- With a view to instilling respect for the principles of humanitarian law at all levels of society, sessions on humanitarian law and principles were presented at check-points, in military bases and in schools, and were attended by the local authorities, displaced people, students, and commanders and fighters from both sides.

Teacher Handout 3

- Media contacts were maintained and press releases issued to inform the public about important humanitarian issues.

- Excerpted from ICRC press releases and annual reports

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Teacher Handout 4

Affected by armed conflict – Afghanistan 1999

In 1999, fighting in Afghanistan forced the displacement of large groups of civilians and generated many allegations of violations of humanitarian law committed by all sides. Concurrently, hit-and-run guerrilla fighting persisted around the Mazar-i-Sharif area, claiming civilian lives and compromising security in the region.

The increasing polarization between the warring sides increased ethnic tension within communities, presenting a risk of reprisals and other rights violations even in areas untouched by combat.

The continued fighting paralyzed the social and economic life of the country, draining the resources needed to rehabilitate infrastructure and institutions that had been destroyed or had deteriorated through two decades of war. In Kabul, the water distribution system functioned at less than 20% of its prewar capacity. In rural areas, the destruction and deterioration of irrigation systems has rendered potentially arable land useless. Nevertheless, those hardest hit by general economic collapse were urban populations.

- ICRC Annual Report 1999

What concrete humanitarian action has to be taken with regard to the situation described above:

Humanitarian programmes	Proposed concrete humanitarian actions
Food and agriculture	
Medical	
Water and sanitation	
Veterinary	
Protection of civilians and prisoners	
Restoring family links	
Information and education	

Teacher Handout 5

Forced from home

War disrupts civilian life.
And many people are displaced.

Damir and Medin

Narrator: Damir and his cousin Medin used to be refugees, but they have recently returned to their homes in Bosnia and Herzegovina.

It was hard. I cried because I was leaving my home. We got on a bus and went to the first place. When we arrived there, we were hungry. We had nothing to eat because all our food was left behind. People told us to go to the next town. When we arrived there, they said there was no place for us.

During the war in ex-Yugoslavia, millions of people had to flee and take refuge wherever they could. Like so many who left, Damir and Medin believed that they would never see their homes again.

I thought we would never return here, because they told us to be ready in two hours and that a bus would be waiting for us.

I brought some things when we left – I took the radio, photos and some blankets so we'd be covered when we went to bed.

I think the worst thing is when the other children start teasing you and call you 'refugee' and when you go to school they start shouting "Look! Here comes the refugee".

Saba

My name is Saba. I am 30 years old. I have walked 50 kilometres from our village. I have come with my children. In our village we were farmers, but the rain didn't come, and the crops didn't grow.

My husband isn't with us. I only have my children now. And I miss him. I don't know where he is. Some people tell me he's gone far way to trade incense.

But I don't think it's true. Soldiers took him away. I haven't heard of him since that day. Maybe he is dead. I don't know.

Teacher Handout 5

We just wait here, but I don't know what we are waiting for. The nights follow the day just as they did in our village, but the days are different and in the night I cry.

Teacher Handout 6

1. Needs of people displaced by armed conflict (10-15 minutes)

Brainstorm the needs of people who have fled from their homes and sought refuge in a camp for displaced people.

Refugees represent about one-third of the total number of people uprooted by conflicts or persecution. The United Nations High Commissioner for Refugees estimates that the remaining two-thirds are displaced within their own countries. The internally displaced face many of the same hardships as refugees, but are often cut off from assistance from relief organizations.

- Progress of Nations (UNICEF), 1997

We ran away with babies on our shoulders and children on our arms and the elderly stumbling behind us. Over the fields, through the bush, on into the swamp. We all feared for our lives. The soldiers had already been to the neighbouring villages and simply abducted women who never reappeared.

- a 60-year-old woman, Nigeria

The following headings may be used to organize the responses:

- ▲ Water (including supply and drainage)
- ▲ Food
- ▲ Shelter
- ▲ Medical care
- ▲ Energy (including cooking, heating, lighting)
- ▲ Hygiene and sanitary facilities
- ▲ Security
- ▲ Psychological support
- ▲ Communication (including information and education)

[Responses may also be organized using the categories of biological, social or psychological needs]

Present “Photo collage (**Teacher Handout #11 and Teacher Handout #12**) and discuss the needs reflected in the photographs.

Possible questions:

- What do you think are the needs of people in these photographs?
- What should humanitarian workers think about in providing for people’s needs in a camp?

Present “Planning a camp – a report”(**Teacher Handout #8**) and have learners identify what planners did to meet some of those needs.

2. Calculate resources for a camp

(small groups) (30-35 minutes)

Teacher Handout 6

Present “Information and instructions for planners” (**Teacher Handout #9**). Review the population figures in the box.

Have each small group develop a plan for meeting one category of the needs of the displaced population in this camp. Each group should calculate quantities of supplies needed and think about how to obtain and distribute them. (10 minutes)

Each group should then present its plan for class discussion. (15 minutes) Each presentation should include:

- ▲ category of need addressed (e.g. food, water, shelter)
- ▲ quantity of supplies and services needed
- ▲ plan for acquiring supplies/services
- ▲ plan for delivering the supplies/services
- ▲ specific plans for meeting the needs of those who are most vulnerable (unaccompanied children, women and girls, pregnant and nursing mothers, the elderly, etc.)

Discuss what has been learned through planning for 10,000 in light of the existence of camps around the world where much larger numbers of people have taken refuge. (5-10 minutes)

For refugee and displaced children, boredom and absence of education (...) is a dangerous combination. It produces unstructured days where traumatizing memories linger, fears thrive, and violence is always possible. (...) Girls may be threatened with rape and boys with recruitment into gangs. Adolescents may get pregnant at a very early age. The lives of children, in short, start to fall apart very quickly....

- Marc Sommers, *Emergency Education for Children*, August 1999

Possible question:

- How would your plan need to be changed if the camp had to meet the needs of 300,000 people?

3. How to ensure human dignity and identify (10 minutes)

Discuss needs other than biological that humanitarian workers must consider in helping displaced people recover, assume responsibility for themselves and preserve their human dignity.

It was hot at the border. I could feel the burning rocks through the soles of my sandals. But the children that I watched leave were barefooted. They'd been walking for three days, climbing our Afghan mountains. They were just small kids. They reminded me of chicks. They looked dazed.

- a resistance fighter

Teacher Handout 6

The disintegration of families in times of war leaves women and girls especially vulnerable to violence. Nearly 80% of the 53 million people uprooted by wars today are women and children. When fathers, husbands, brothers and sons are drawn away to fight, they leave women, the very young and the elderly to fend for themselves. Refugee families cite rape or the fear of rape as a key factor in their decisions to seek refuge.

- The State of the World's Children, 1996

Since the end of World War II, 50 million refugees have been either returned to their own countries or have been provided with homes in other countries.

- United Nations High Commissioner for Refugees

I will be a minority if I return to my village. Nobody else wants to go back, and I can't go by myself. There are refugees living in your home anyway.

- a displaced woman, Bosnia-Herzegovina

Possible questions:

- What social, psychological and spiritual needs must be addressed (education, information, recreation, religious practices, etc.)?
- If you were in a situation of displacement, what could you do to continue feeling like the same person from the same community?
- Nearly 80% of displaced people are women and children; why?
- What risks might women, children and the elderly face in a camp for displaced people? How can these be avoided?

Close – needs after leaving the camps (10 minutes)

Give learners a few minutes to write down what they think people will need after they leave the camp. Divide the learners into four groups and have each group focus on one of the following categories of people who might be in the camp.

- ▲ children under six
- ▲ youths
- ▲ adults
- ▲ elderly people

Then discuss the needs they mention and their reasons for doing so.

Possible questions:

What differences are there in the needs of children and the needs of adults?
Who may require special services? Why?

[For example, those who have experienced physical or psychological trauma may need long-term counseling and medical services, those separated from family members will need help to find them, etc.]

Teacher Handout 6

What do you think ordinary individuals can do for refugees?

[For example, help refugees who come into their community to feel welcome, contribute to the funding of humanitarian organizations, let their political representatives know that they want their country to help refugees]

KEY IDEAS

- ◆ Responding to the needs of people displaced by armed conflict requires a great deal of planning and effort.
- ◆ In addition to immediate biological needs (water, food, shelter, medical care, etc.), social and psychological needs must also be addressed. These include enabling people to regain their autonomy as quickly as possible.

Teacher Handout 7

Extension activities

Helping close to home

If you have located a refugee community, find out what some of their needs are. Organize an effort in your class or group to meet some of those needs, for example: food, clothing, language tutoring, reading.

An aid for planning such an effort is the booklet, “From Needs to Action”, International Federation of Red Cross and Red Crescent Societies, 1995.

To carry out its operations, the ICRC has at its disposal throughout the world 3,000 trucks and other vehicles and 950 warehouses. In addition, 15 planes and between two and five ships are operational at any one time.

Cooperating agencies

Over the years there has been increasing acceptance of the interrelation between emergency and development activities, leading to a broader approach towards humanitarian assistance. Do research on the work of humanitarian agencies – where they are working, what they are doing, how they coordinate their work with other organizations. Possible avenues of research include

- ▲ writing to humanitarian organizations for information
- ▲ using the Internet
- ▲ making use of library resources
- ▲ examining news media reports and magazine articles
- ▲ inviting someone from such a group to speak to the class

American Friends Service Committee	http://www.afsc.org/
American Refugee Committee	http://www.archq.org/index.shtml
Across Borders Project	http://www.acrossborders.org/
Care	http://www.care.org/
Danish Refugee Council	http://www.drc.dk/indexeng.htm
Doctors without Borders	http://www.doctorswithoutborders.org/
European Council on Refugees and Exiles	http://www.ecre.org/
Exodus World Service	http://www.e-w-s.org/
Human Rights Watch	http://www.hrw.org/
International Committee of the Red Cross	http://www.icrc.org/
International Federation of Red Cross and Red Crescent Societies	http://www.ifrc.org/
International Red Cross and Red Crescent Movement	http://www.redcross.int/

Teacher Handout 7

International Rescue Committee	http://www.intrescom.org/
IOM International Organization for Migration	http://www.iom.int/
Jesuit Refugee Service	http://www.jesref.org/
Lawyers Committee for Human Rights	http://www.lchr.org/home.htm
Migration and Refugee Services	http://www.nccbuscc.org/mrs/
Partners for Development	http://www.interaction.org/members/pfd2.html
Refugees International	http://www.refintl.org/
Save the Children	http://www.savethechildren.com/
Southeast Asia Resource Action Center	http://www.searac.org/
United Methodist Committee on Relief	http://gbgm-umc.org/units/umcor/
United Nations Children's Fund	http://www.unicef.org/
United Nations High Commissioner for Refugees	http://www.unhcr.ch/
US Committee for Refugees	http://www.refugees.org/
World Concern	http://www.worldconcern.org/
World Food Programme (UN)	http://www.wfp.org/index.htm
World Relief	http://www.worldrelief.org/
World Vision	http://www.worldvision.org/worldvision/master.nsf/

Planning a camp – a report

When the Gulf Crisis broke out at the beginning of August 1990, hundreds of thousands of foreign workers from Egypt, India, Pakistan, Bangladesh, Sri Lanka, the Philippines and Thailand fled Kuwait and Iraq. People arrived by car, by bus and by truck creating a huge traffic jam on the Jordanian border. Whole families sat waiting, not knowing what tomorrow held in store. Tens of thousands of people suddenly found themselves stranded in the desert on the border between Iraq and Jordan with no food or water.

An immediate response

The authorities had to organize temporary shelter for them in the no-man's-land between Iraq and Jordan. The Jordanian Red Crescent and the ICRC immediately launched an emergency assistance operation to provide drinking water, shelter and medical care. Several other nongovernment organizations (NGO) joined in the effort to meet the vast needs arising from the situation.

An emergency first aid post was set up. Serious cases were evacuated to the hospital in Ruwayshid. The area was soon overcrowded. In daytime temperatures of up to 50 degrees centigrade, there was no shade from the scorching sun and water was becoming scarce.

Water is the most vital need in such circumstances. People waited in line for hours to try and get just a few litres of drinking water for their families, and fights would break out when distributions of bottled water were not properly organized. Food was also running out.

Only 30% of the displaced people had proper shelter. Others found makeshift means of protecting themselves from the sun. But many more had nothing. Strong winds and swirling dust only made conditions worse.

The area was clearly not suitable for setting up a proper camp. Water tankers had to make 40 trips a day to the camp from a borehole 35 kilometres away. Each time the water was pumped into collapsible tanks and then piped to taps, where people queued up to draw the water they needed. Several rows of pipes had to be set up to avoid long waits in the hot sun.

An alternative solution had to be found

The engineers realized that a more suitable site had to be found. The Jordanian authorities agreed to allow a camp for 30,000 people to be built near Azraq.

Most of the equipment needed to build the new camp was airlifted to Amman. The supplies were sorted out at Amman airport and then loaded on trucks. Preparation was made for setting up the tents and special teams were trained for the purpose.

Teacher Handout 8

A camp planner described their work.

Our main difficulty in setting up this camp was the very short time we had to complete the job.

First we had to choose the site. We had to find the right slope and make sure that the wind would blow the smell from the latrines away from the camp.

Then we had to install a water supply system. We ran a two kilometer pipe off the major road. The water which comes from the Jordanian mains is then stored in large tanks we set up. The water flows downhill from the tanks (which can hold 390,000 litres) to 30 distribution points. We are also laying drains – hence the importance of building the camp on a slight slope so that waste water can flow into the large soak-away pits that we will dig downhill from the site.

The camp should accommodate 30,000 people and has been divided into sectors. Every sector is made up of a number of squares, each providing shelter for 500 people. We have dirt roads around each of the squares so that vehicles can drive in to remove rubbish, deal with any technical problems and bring food to the distribution points. Latrines have been dug for the camp population, and we are installing electric lighting so they can be used at night.

SETTING UP A CAMP INVOLVES

- ▲ Site selection and layout
- ▲ Access and warehousing
- ▲ Building material and equipment
- ▲ Organization of main services

MAIN SERVICES ARE:

- ▲ Water supply and drainage
- ▲ Shelter
- ▲ Food supply
- ▲ Refuse and human waste disposal
- ▲ Medical facilities
- ▲ Lighting and energy
- ▲ Internal security
- ▲ Communication

Teacher Handout 8

Art. 1

Refugees are legally defined as people who are outside their countries because of a well-founded fear of persecution there based on their race, religion, nationality, political opinion or membership in a particular group, and who cannot or do not want to return home.

- Adapted from the Convention relating to the status of refugees, 1951

Information and instructions for planners

- ⚡ The refugee population that will come to this camp: 10,000
(3,000 women, 1,000 men, 5,000 youths, and 1,000 children under five)
Unaccompanied children: 2,000
Pregnant and nursing women: 800
Sick and wounded: 1,000
Widows or women whose husbands are missing: 2,000
Disabled: 500
Elderly: 2,000
- ⚡ Camp location: a hilly, open field, 200 kilometres from the nearest city
- ⚡ Season/time of year: autumn
- ⚡ Length of time you can expect to be providing for this population: six months
- ⚡ Cultural and religious practices of the population:

How different members of a family (men, women, children) are treated; types of food that are eaten (dietary restrictions); customs derived from religious affiliation

Water

Every adult needs, on average, 20 litres of water daily. (3 litres/day – drinking water for survival)

- How much water will be needed?
- Does the drinking water have to be treated?
- How will water be obtained for the population?
- How will water be distributed?

Medical supplies and treatment

Expect 100 patient consultations per day.

- How many sick, wounded, elderly or pregnant people are in the camp?
- What kinds of medical supplies will be needed?
- Calculate the quantity of medical supplies needed.

Teacher Handout 9

- What medical personnel are needed?
- What procedures need to be set up?
- What medical dangers does/will your population face?

Food

Every adult needs the equivalent of 2,250 calories per day.

Standard ration per day = almost 0.6 kg. This can be broken down as:

500 grams of wheat (a little over one pound)
30 grams of edible oil
30 grams of powdered milk
20 grams of sugar
3 grams of tea

- How much food is needed?
- List the various types of food you will provide.
- Do you have malnourished children who need a specific diet?
- How will you acquire the food that is needed?
- How will you distribute food?

(Recall the food distribution you saw in the video “Forced from home”– video available by contacting Michael Shaw at mshaw@idahocities.org and in some of the photos. Think about the plans that were needed to make it happen.)

- Is cooking required? If so, how will it be done? What will be required?

Sanitation

Poor sanitation could lead to medical/health problems. Planning for sanitation needs should consider prevention of disease.

- How many latrines need to be constructed?
- Where will they be located?
- What tools and materials will be needed to construct them? (Wood, branches, zinc?)
- What are your plans for cleaning and maintenance of them?
- How much solid waste will be generated?
- How will solid waste be disposed of?

Clothing

- What types of clothing are required?
- If there are infants, how many diapers or substitutes are needed?

Teacher Handout 9

- Is bedding needed? What can be used?
- How will people wash their clothes?

Shelter

The ideal space required per person is 30 square metres. When circumstances do not allow this allocation of space, the space unit can be reduced to 10 square metres. In very difficult situations like mountains or urban areas, it can be reduced to 3 square metres per person.

- Calculate the total space that you will require.
- If a tent measures 150 square metres, how many tents will be needed?
- What effect will temperature have on your plans to provide shelter?

Fuel

- What fuel needs are there? (cooking, heating, lighting, running a generator, etc.)
- What fuel will be used? How will it be supplied?
- What are some dangers that need to be avoided? What precautions do you plan?

The number of refugees from armed conflicts worldwide increased from 2.4 million in 1974 to more than 27.4 million today, with another 30 million people displaced within their own countries.

- UNICEF report, 1999

UNHCR, the United Nations refugee organization, is mandated by the United Nations to lead and coordinate international action for the world-wide protection of refugees and the resolution of refugee problems.(...) UNHCR strives to ensure that everyone can exercise the right to seek asylum and find safe refuge in another State, and to return home voluntarily.(...) UNHCR offers protection and assistance to refugees in an impartial manner on the basis of their need and irrespective of their race, religion, political opinion or gender.

- UNHCR Mission statement

Planning report

[illegible]



Responding to the consequences of war

